DOCUMENT RESUME

ED 141 750 CS 003 450

AUTHOR Harste, Jerome C.
TITLE Teacher Behavior and Its Relationship to Pupil Performance in Reading.
PUB DATE May 77
NOTE 26p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977) ; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Decoding (Reading); Elementary Education; *Literature Reviews; Models; Primary Education; Reading Comprehension; *Reading Habits; *Reading Instruction; *Reading Processes; *Reading Research; Reading Skills; Research Tools; Student Behavior; *Teacher Behavior

ABSTRACT

Past research studies have revealed a direct relationship between reading instruction and the reading behaviors of children. After reviewing several such studies, this paper presents a research paradigm used to explore the relationship between reading instruction and reading behavior during the pretutorial, or planning, phase of reading, and it identifies three basic theoretical orientations to reading: a sound/symbol, or decoding, orientation; a skills orientation, in which reading is viewed as a collection of discrete skills; and a whole-language orientation, in which reading is always focused on comprehension. It then describes several instruments that have been developed to explore the relationship between reading instruction and reading behavior. The final part of the Paper reports on a study of teacher decisions about reading and pupil reading behaviors, in grades one, two, and three in one elementary school. Analysis of the results indicated that teacher pretutorial decisions are consistent theoretically and that such decisions match and predict teacher tutorial behaviors; students also operate out of a consistent theoretical model of reading; and student reading strategies appear to relate directly to instructional history. (GW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INVESTIGATIONS OF THE TEACHER VARIABLE IN READING
IRA

Miami
5/77

ED141750

TEACHER BEHAVIOR AND ITS RELATIONSHIP TO PUPIL PERFORMANCE IN READING

by
Jerome C. Harste
Indiana University

BEST COPY AVAILABLE

What effect does reading instruction have on pupil reading performance? Teachers daily assume, if not hope for, some rather direct relationships between what they do and what children learn. Publishers and school boards, at another level, operate from a similar premise.

Despite the frequency with which the assumption is made, the specific nature of the relationship between teaching and learning remains largely unknown. Recently the findings of several reading researchers, however, begin to illuminate the dynamic nature of this relationship.

Barr (1974-75), for example, found that teachers using a skills model of reading with a sight word emphasis caused predictable word identification strategies in first graders. In her study, children taught how to read using a skills model more frequently made whole word substitutions for expected words when reading a word list. Upon examination of the words substituted, Barr found that the majority came from a list of words previously introduced to the children by the teachers during reading instruction.

The behavior on the part of the subjects in Barr's experiment is logical in that it reflects the key assumption underlying the model of reading which was used with them in their instruction; namely, that the distinctive feature or key to reading success is mastery or recognition of words.

That teachers and textbook authors holding a skills model of reading believe (1) words to be the distinctive feature or key to reading, and (2) word recognition to be a key pupil behavior, is clearly reflected in the instructional materials and procedures which they prepare and advocate. One of the most telltale and most predictable is their insistence upon introducing new vocabulary items prior to reading. Readers taught how to read from materials prepared in this manner come to expect that when they encounter unknown items in print, they need only run through their repertorie of known words and the answer will be found. The word identification strategy of Barr's subjects is, in this sense, totally predictable.

Barr tested her subjects using a list of vocabulary items; hence, it is unclear whether or not pupils taught reading from a skills model use a similar strategy of word identification when actually involved in the process of reading connected discourse. To answer this question pupil reading data in this study were collected using the Reading Miscue Inventory procedures developed by Goodman and Burke (1971). This procedure collects student reading data from an uninterrupted oral reading setting. Ellen, a second grade reader and one of the subjects used in this study, demonstrates what in-process reading behavior looks like when it is governed from a skills model of reading:

CS 203 450

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Jerome C. Harste

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

The man said, "What can we do * with to this

turtle? He's crushed He cry crow my corn."

The people said, " We should punish sound place him.

That's what we sound should do."

The man said, "How can we punish push him?"[1]

* KEY: Words written above the line were substituted for the expected response.

Notice that Ellen's miscues have similar characteristics. First, all are whole words. Second, with the exception of the first miscue, all whole word substitutions or observed responses begin with the same consonant letter as that of the expected response. Third, when the selection is read as Ellen read it, the miscues made disrupt the author's meaning. Fourth, Ellen's in-process reading behavior parallels that of Barr's subjects reading a word list.

Reflection about the behavior of children operating out of a skills model of reading suggests that these children approach reading as if it were a huge vocabulary list, i.e., either the word is known or not known. When the word is known the child either gives the expected response or a highly grapho-phonetically similar whole word which was recently learned. After showing Ellen's teacher, Ellen's coded worksheet, I found out, for example, that sound was a "new word in yesterday's story." Ellen's use of the word sound for should reflects her expectation that "new words" will be found in upcoming selections which teachers ask pupils to read. Again, another predictable behavior given knowledge of the child's instructional history.

When the word is unknown, and the oral reading data has been collected under a condition of no assistance, one often finds "omission" used as an alternate strategy by a child operating out of a skills model of reading. Kelly's reading record demonstrates this behavior, but like Ellen's suggests she's approaching reading as if it were one huge set of vocabulary items:

* © 3. live 2. I love 1. I don't Know this word
I live near this (canal). Man made

the (canal) so that boats could can take things

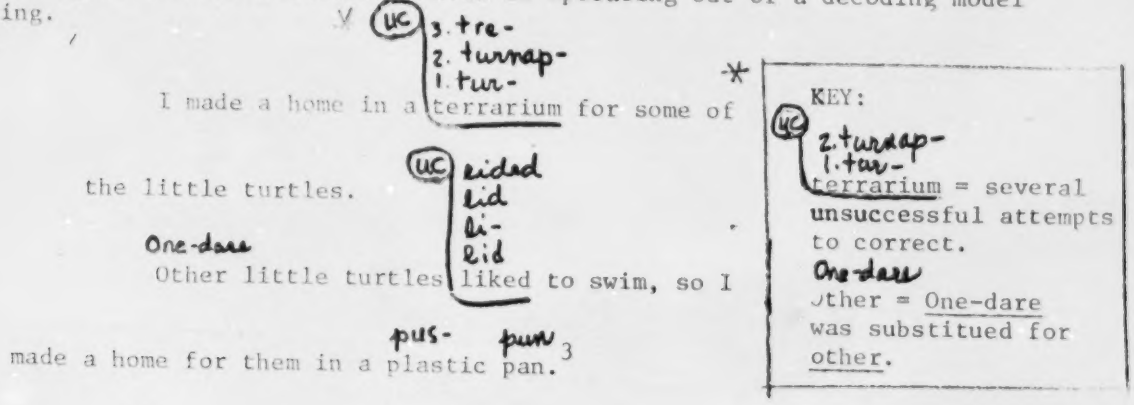
from one town to (another).[2]

* KEY:
© love
I live = love substituted for live, then corrected.
(canal) = word was omitted.

Note that not every observed response can be explained in terms of the model from which it is said the child is operating, i.e., see Ellen's substitution of with for to, and Kelly's substitution of can for could; but rather, a large enough percentage of the child's miscues follow a particular pattern so that a trend can be identified. All readers, I have found, no matter what model they are instructed to use, have available to them the entire range of reading strategies available to all readers. Even though they may, for example,

be taught that the word is the distinctive feature of reading, their knowledge and use of language and specifically syntax often expresses itself unconsciously when they are reading. For this reason I have found that how the child handles high meaning carrying words in a line of text provides more insight into the reading model from which the child is operating than is an analysis of how the child handles the function words in a line of print. Although this measure obviously isn't perfect, I have found the child's performance on function words most often demonstrates the power of syntax as a reading strategy rather than lends insight into the child's model of reading.

Cohen (1974-75) has also found a relationship between reading instruction and reading. Focusing her study on children being taught using a decoding model of reading she found that emphasis on sound-symbol relationships resulted in her subjects going through a stage which was characterized by the production of highly grapho-phonetically similar nonsense word substitutions when reading. The following coded worksheet is an example of one the children from this study whose reading demonstrates that the child is operating out of a decoding model of reading.



Readers operating out of this model clearly demonstrate, as does their model, an over concern almost with grapheme-phoneme correspondence. Rhodes and Brinson (1975) in their study of educable mentally retarded children taught reading using a decoding model of reading found one reader who made 18 attempts at the word hippopotamus. One explanation for these readers rather consistent reading behavior is that they feel they have in fact "read" once a close phoneme-grapheme correspondence has occurred.

To explore this notion, I interviewed the children in this research study including Mike, the child whose reading record has just been presented, and asked him what he did when he was reading and he came to something unknown. His first response, "Sound it out." Later I asked him how he would help someone he knew who was having difficulty reading. His response, "Well, if the is water, I'd have them spell it out and give me the sound each letter makes, and then have them put the sounds together." I asked him if he thought he was a good reader. His response, despite his obvious loss of the author's meaning, a responding, "Yes."

Other researchers have also found a strong relationship between what is taught and what is learned. Piestrup (1973), in an investigation of teacher styles of responding to dialect-speaking first graders, found that teacher responses to such errors affect reading achievement. In his study, pupils in classrooms where teachers demanded Standard English pronunciations had significantly lower reading achievement than those who accepted the children's speech. Goodman (1965) demonstrated that when the focus of reading is upon isolated words, pupils tend to make more errors and are less likely to self-correct because the grammar and meaning of the sentence or story are not being attended to.

Debbie's reading in October shows an exaggerated concern for the words materials and survived. She in fact becomes so frustrated with the word survived and sees it as so crucial to her getting meaning from the story that she decides to skip not only the word but the rest of the sentence.

We call them Stone Age people be-

cause most of the tools and weap-

ons that have survived from that

time were made of stone. But ar-

cheologists (ar´ ki-ol´ə-jəsts) now

known that other materials were

used by Stone Age people, too.[4]

UC 3. "well..." decides to skip rest of sentence
2. served
1. ser-

UC 2. mat'ir-als
1. mat'er-als

uses finger to divide words into syllables

* KEY:
UC =uncorrected miscue
=omission

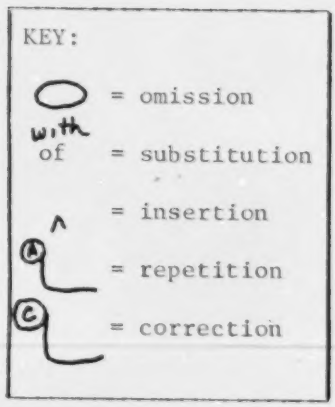
After working with Debbie for one hour on Monday and Wednesday afternoons for eight weeks in an instructional setting in which I stressed that she continually ask herself two questions, i.e., Does this make sense? and, Does what I've read sound like language?," Debbie's reading changes drastically. Here is Debbie's reading of a selection from the same book eight weeks later.

It was a
Chief Little Turtle of the power-

Indian. He
ful Miami tribe called a grand war

OK

meeting, or council. Most of the warriors at the council were Miamis. Although the Indians had often raided before their war council took place, they now planned even more raids north of the Ohio River. And they decided to make war on Kentucky.[5]



If these selections are read as Debbie read them, it becomes clear that Debbie's focus in reading has changed as a result of the instruction which I gave her. In the first selection, Debbie's behavior clearly reflects her concern for words - words are to Debbie the distinctive and key feature of reading. In the second selection - and notice that Debbie's reading is certainly no more percise - her focus is off of words. Debbie's main concern here is not words, but meaning - Does this make sense?

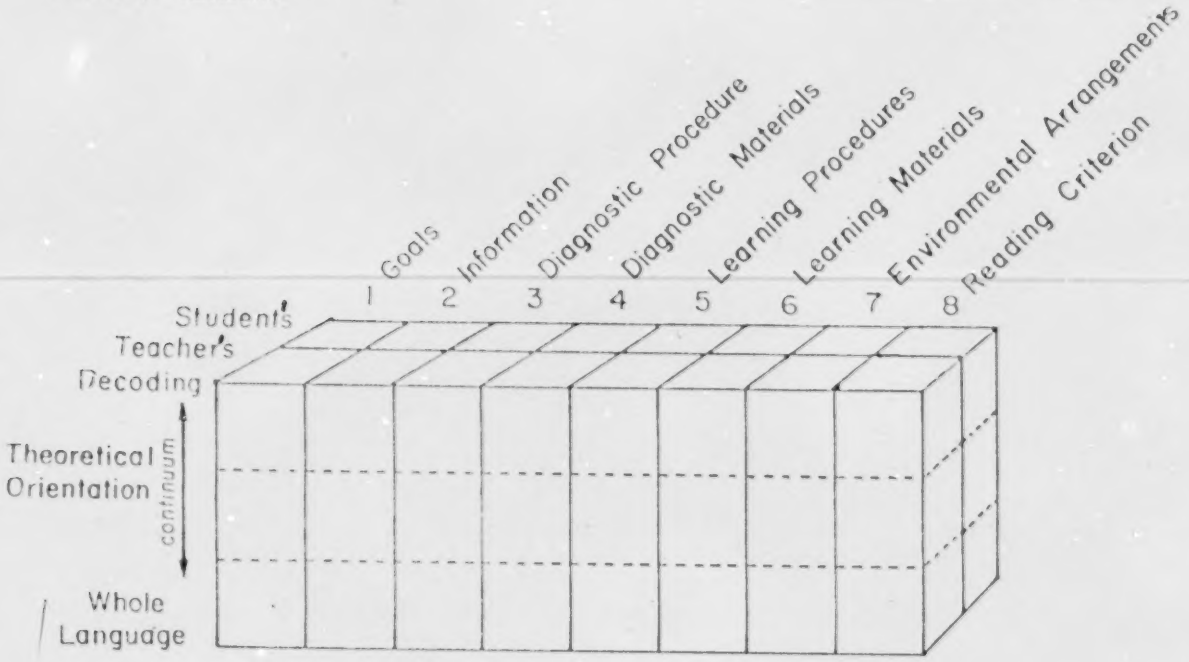
To me Debbie's changed reading performance shows two important but often unappreciated facts: (1) the malleability or sensitivity of pupil reading behavior to instruction, and (2) the effectiveness of reading instruction generally.

Field experiences of this sort led to my interest in the continued exploration of the relationship between reading instruction and reading behavior and the formation of a paradigm to guide research in this area.

The Research Paradigm

The research paradigm used to explore the relationship between reading instruction and reading behavior during the pretutorial or planning phase of teaching is shown in Figure 1. This research paradigm focuses on teacher and pupil decisions relative to reading, i.e., what goals they select, what data they use to determine progress, what instructional procedures they see as central to continued progress in reading and so on. This research paradigm further assumes that decisions made by both teachers and pupils relative to reading are key to the identification of their theoretical orientation or model of reading. Reading behavior, under this paradigm, whether one is talking about teacher behavior or pupil behavior, is seen as organized and systematic, e.g., theoretical. Because this is undoubtedly a new concept, some further explanation seems warranted. At its simplest level, a theory is a system of assumptions

FIGURE 1:
A SCHEMA FOR STUDYING TEACHER AND STUDENT BEHAVIOR DURING THE **PRETUTORIAL** PHASE OF READING



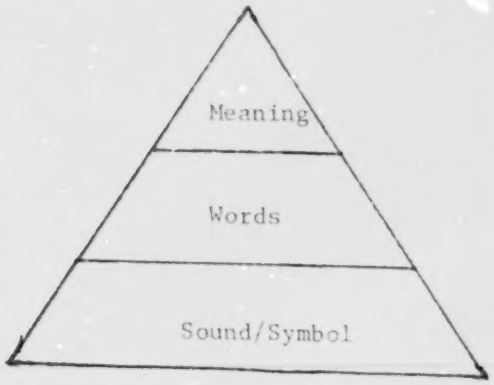
Information Processing

1. Goals Selected and Weighing of Goals
2. Information Selected for Diagnosis and the Weighing of such Information
3. Diagnostic Procedures To Be Used
4. Diagnostic Materials To Be Used
5. Learning Procedures To Be Used
6. Learning Materials To Be Used
7. Environmental Arrangements To Be Used
8. Reading Criterion To Be Used

through which experiences are organized and acted upon. In terms of cognitive psychology (see Anderson, et. al., 1976), a theoretical orientation is best thought of as a cognitive structure or generalized schemata which governs behavior. Operationally, a theoretical orientation is a particular knowledge and belief system held toward reading. In practice this knowledge and belief system operates to establish expectancies and strongly influences a whole host of decisions made by teachers and pupils relative to reading. While there are obviously several models of reading — Singer and Ruddell in their book Theoretical Models and Processes of Reading, 1976, have identified no less than nine — Figure 1 conceptualizes theoretical orientations on a continuum and arranges them on the basis of what they are willing to exculde from the instructional setting. Three relatively distinct clusters are identifed.

One identifiable cluster can be labeled a sound/symbol or decoding orientation. In this instance reading is perceived as an offshoot of oral language, the chief accomplishment of which is dependent upon developing and manipulating the relationships between the sounds of speech and their graphic symbols. While people who hold this view of reading don't argue against the existence of syntax and meaning as components of language, they do not see them as primary factors in the acquisition of the process. Language is perceived as a pyramid, the base of which is sound/symbol relationships, the capstone of which is meaning. Figure 2 illustrates this model.

FIGURE 2: Decoding Model of Reading.

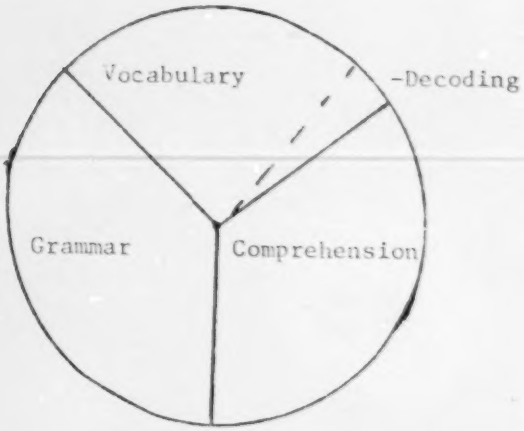


McCracken and Walcutt in the Teachers' Edition of Basic Reading (Lippincott, 1963), exemplify this orientation:

> "Do you purpose to define reading as mere word-calling without regard for meaning?"
>
> "Yes we do. Reading is, first of all, and essentially, the mechanical skill of decoding, of turning the printed symbols into the sounds which are language."

A second cluster which views reading as one of four language arts -- listening, speaking, reading and writing -- can be labeled a skills orientation. The four language arts are seen as being composed of (and thus learned as) a collection of discrete skills which share "common abilities." Figure 3 illustrates this model.

FIGURE 3: Skills Model of Reading.

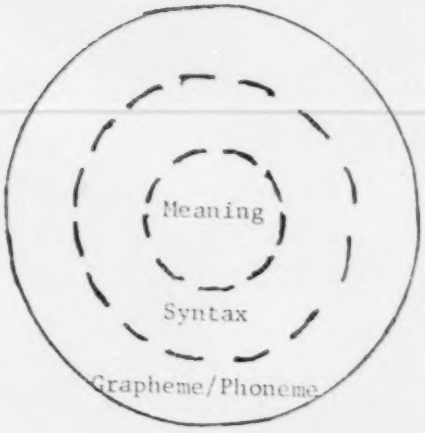


Because language is perceived as a pie from which individual "skill slices" can be extracted for instruction, it becomes a relevant task to develop skill hierarchies. Text book authors who operate out of this model usually provide instruction in all three component areas for each lesson. Because persons holding this model believe the distinctive feature or key to reading success is the word, new vocabulary items are typically introduced prior to reading. Following silent and oral reading a series of comprehension questions are given. Workbook activities complete the model by providing skill practice on usage. Robinson, Monroe, and Artley in the New Basic Readers (Scott Foresman, 1962), best illustrate this model and conclude in the Teachers' Edition that one makes sense out of reading by stringing words together. The quote which follows captures this orientation's emphasis on words as well as the notion that reading is a sequential skill mastery process.

> "Initially a child must learn to identify printed individual words and relate them to a meaningful context. This is best done by a) rapidly developing a basic sight vocabulary and b) teaching word recognition skills."

A third theoretical orientation, which we term whole language or language based, views reading as one of four ways in which the abstract concept of language is realized. This orientation assumes not only that the systems of language are shared, but that they are interdependent and interactive aspects of a process. Figure 4 illustrates that under this model language is conceived of as a sphere. This sphere is composed of a meaning core enwrapped in a syntactic structure and sheathed with a phoneme/grapheme system. When aspects of language are focused upon for instructional purposes, the sphere is penetrated and all three systems are extracted simultaneously. In this view, reading, whether or not for instructional purposes, is always focused upon comprehending. Text book authors who compose materials from

FIGURE 4: Language Based Model of Reading.



this perspective often do so building from the oral language base of the reader. Under this view speaking differs from reading only by the addition of the grapheme component in the outer ring of the model. Given this perspective, it follows that reading educators ought to build upon the strong language systems which the child already has mastered when teaching reading. Scott Foresman Reading Systems (Aaron, et. al., 1971), the Sounds of Language Program (Martin and Brogan, 1972), and the core of the LEIR Program (Van Allen, 1974) exemplify this approach. Kenneth Goodman, one of the authors of the Scott Foresman Reading Systems program clearly exemplifies this model when he says:

> "Reading is the active process of reconstructing meaning from language represented by graphic symbols (letters), just as listening is the active process of reconstructing meaning from the sound symbols (phonemes) of oral language." (Smith, Goodman, and Meredith, 1976)

Before we leave this research paradigm, it remains to be said that if a second figure labeled tutorial were placed behind the current figure labeled pretutorial, the result would be a paradigm which would permit one to study the relationship between teacher planning, instructional moves, and pupil behavior. Relationships of this sort were those of interest in this research.

The Instruments

To explore the relationship between reading instruction and reading behavior several instruments have been developed. Many of these instruments have been designed to simultaneously explore one or more cells in Figure 1.

Instruments used to explore and classify teacher pretutorial and tutorial behavior included Pupil Task Cards (Harste, 1975), The Status of Reading Instruction: A Teacher Survey and Classroom Observation Instrument (Harste, Strickler and Bishop, 1975), The Teacher Interview Form (Strickler and Harste, 1975), and The DeFord Teacher Beliefs About Reading Scale (1975).

Instruments used to identify pupil theoretical orientations to reading included the Indiana Reading Interview (Burke, Andrews, and Rhodes, 1974) and the Reading Miscue Inventory (Goodman and Burke, 1971).

A brief explanation of each of the instruments follows:

Pupil Task Cards (Harste, 1975). Sets of cards designed to represent pupil behaviors reflecting a decoding, skills, and whole language orientation to reading. An example of one set of cards is presented in Figure 5. The marking system is explained to the teacher during an interview along with an actual reading of the card by the examiner. Teachers are asked to choose who they preceive to be the best reader. Because of the way in which the cards are designed, the teacher's act of selection permits easy determination of theoretical orientation. A follow-up interview with the teacher is taped for purpose of validating the current classification of pupil information cards.

The Status of Reading Instruction: A Teacher Survey and Classroom Observation Instrument (Harste, Strickler and Bishop, 1975). This instrument presents teachers with a series of tasks which correspond to the decision columns presented in Figure 1 of the research paradigm. Task 1 for example lists 12 pupil outcomes for reading. Teachers must identify which four outcomes they preceive as most important, which four as next important, and which four as least important. Task 2 asks them to rank order from best to worst the readers in their room. Task 3 asks them to describe the reading behavior of their best reader, and so on. Responses are written and questions are asked in such a manner so that insight into what the teacher believes about reading, i.e., appropriate goals, key pupil behaviors, and the like are sought. Teachers are asked to describe a typical day in terms of reading, identify key instructional materials which they use, and state what reading behaviors they see as the best indicators of child growth in reading. These forms are completed by the teachers prior to on-site visitation and are used by the evaluation team during the classroom observation period to verify the authenticity of the responses which are given.

The Teacher Interview Form (Strickler and Harste, 1975). This form is used to collect data during teacher interviews. The questions on this form are largely open-ended and are designed to be used for cross-verification of data collected on other instruments.

FIGURE 5:
PUPIL TASK CARDS (SET A)

a

I live near this (canal)
Men haul things up and
down the channel canal in big
boats.

b

(uc) 2 candle 1 ca
I live near this canal.
Men haul things up and
down the candle canal in big
boats.

c

(uc) 2 cannel 1 ca
I live near this canal.
Men haul things up and
down the $ cannel canal in big
boats.

Code:

(canal) = omission

channel
canal = substitution

(uc) = uncorrected miscue

2 cannel
1 ca = first attempt; second attempt

$ = sounds like

a. oral reading sample - whole language orientation

b. oral reading sample - skills orientation

c. oral reading sample - decoding orientation

The DeFord Teacher Beliefs About Reading Scale (DeFord, 1975). This scale contains 24 items to which the responder strongly agrees, agrees, is undecided, disagrees, or strongly disagrees. The pattern of responses given by an individual to the items reveals a theoretical orientation profile. Example items include:

- When a reader doesn't know a word, the correct response should be given.
- A child needs to be able to verbalize the rules of phonics in order to process new words.
- If every word is accurately reproduced, the story should be completely understood.
- Reversals are a significant problem in the teaching of reading.

Indiana Reading Interview (Burke, Andrews, and Rhodes, 1974). This instrument attempts to identify a student's orientation toward reading through a variety of open-ended questions such as:

- When you are reading and you come to something you don't know, what do you do?
- Who is the best reader you know? What makes her/him a good reader?
- If you knew that someone was having difficulty reading, how would you help them? How would your teacher help them?
- How did you learn how to read?

Burke and Rhodes (1976) have developed a scoring procedure for this instrument based on matching sample responses by theoretical orienation types.

Reading Miscue Inventory (Goodman and Burke, 1971). Students are asked to read a selection orally and told that if they come to something they don't know they are to guess or skip it but that they will receive no help from the examiner. Readings are taped, and oral reading worksheets of the child's reading of the selection are prepared. The first 25 miscues made by the student are studied in the context of what is read to determine the child's primary strategies for unlocking unknown items in print. Children's reading behavior is classified by theoretical orientation based on the child's handling of the majority of the miscues made, i.e., frequent production of whole meaningful words for expected response is classified as skills orientation; frequent production of highly grapho-phonetically similar nonsense words is coded as decoding orientation; frequent production of whole meaningful words which retain syntax and semantics of text is classified as whole language orientation.

A Case Study Exploration

The research to be reported in this paper was conducted as part of a school-wide evaluation effort. All data collected was gathered in one elementary school. This school was located in a small town in Southern Illinois. The subjects were 15 teachers (including 3 ex-teachers who were serving as reading paraprofessionals and 3 consultants - a reading consultant, a speech and hearing consultant, and an LD consultant - who were physically involved in teaching reading in classrooms) in grades 1, 2 and 3. Teachers were asked to rank order

from best to worst the children in their rooms relative to the teacher's perception of the child's performance in reading. Teacher lists were divided in thirds (high, middle, low), and a stratified random sample of six students from each room were selected and given the Indiana Reading Interview and the Reading Miscue Inventory. Teachers were released by their district one afternoon to complete the Status of Reading Instruction Instrument. Once completed these forms were sent to the researcher and the pupil sample identified. Three researchers spent 5 days each, collecting the remaining on-site data. This on-site visitation occurred during one consecutive 5-day period and included one-half hour observation of all classrooms, teacher interviews (during which time the DeFord Teacher Beliefs About Reading Scale and the Pupil Task Card data were collected), and pupil interview and taping sessions.

Data collected from teachers and pupils were analyzed in terms of the theoretical orientation which was reflected by the majority of the responses on a given instrument. Three trained raters who had been used in two earlier RMI studies (Stansell, 1977, and DeSanti, 1976) were used to judge pupil responses on the Indiana Reading Interview and the Reading Misuce Inventory. Because of the complexity of the RMI analysis procedures only the second grade reading sample was fully analyzed (N=18).

Results

Data collected as a result of this research project were studied for patterns in an effort to discover what relationship if any existed between reading instruction and reading behavior. What becomes both readily apparent and surprisingly persistent concerning the relationship between reading and instruction is that: (1) not only are teacher pretutorial or planning decisions consistent theoretically; but further, such teacher planning behaviors match and predict teacher in-class or tutorial behaviors; (2) student pretutorial and tutorial reading behavior similarly indicates that students too operate out of a consistent theoretical model of reading; and (3) student reading strategies appear to be largely an artifact of instructional history.

Pretutorial and Tutorial Teacher Behavior as Consistent and Theoretical. Table 1 summaries the data collected from teachers in terms of theoretical orientation. As can be seen data collected across instruments on a case by case basis was judged as consistently reflecting an identifiable orientation to reading. Pupil Task Card data, probably because three samples of behavior available at the same time, elicited behaviors which were unlike other data collected. This phenomenon did not seem to occur with the paraprofessional and consultant teacher group (Teacher Numbers 10-15). One teacher during the reading interview (Teacher Number 1) and as a result of having decided about the relative goodness of various reading behaviors from Pupil Task Card Set A (See Figure 5) convinced herself of the need to stress meaning in reading and hence changed orientations across settings. In this instance, at least, there was evidence that the instrumentation itself interferred in the data collection procedure. This is not a serious limitation, however, in that, with the exception of the Teacher Interview, all other data had already been collected from this subject.

TABLE 1. Teacher Data (N=15) Coded as to Orientation

Teacher Number	PRETUTORIAL DATA				TUTORIAL DATA
	Status of Reading Instruction [a]	DeFord Teacher Beliefs Scale [b]	Pupil Task Cards [b]	Teacher Interview [a]	Classroom Observation [a]
#1	Skills	Skills	Whole Language	Whole Language	Skills
#2	Decoding	Decoding	Decoding	Decoding	Decoding
#3	Decoding	Decoding	Decoding	Decoding	Decoding
#4	Skills	Skills	Skills	Skills	Skills
#5	Decoding	Decoding	Decoding	Decoding	Decoding
#6	Decoding	Decoding	Decoding	Decoding	Decoding
#7	Decoding	Decoding	Decoding	Decoding	Decoding
#8	Decoding	Decoding	Skills	Decoding	Decoding
#9	Decoding	Decoding	Skills	Decoding	Decoding
#10	--------[c]	Decoding	Decoding	Decoding	Decoding
#11	--------	Decoding	Decoding	Decoding	Decoding
#12	--------	Decoding	Decoding	Decoding	Decoding
#13	--------	Decoding	Decoding	Decoding	Decoding
#14	--------	Decoding	Decoding	Decoding	Decoding
#15	--------	Decoding	Decoding	Decoding	Decoding

[a] Decisions as to theoretical orientation based on rater judgment after reviewing teacher responses.
[b] Teacher selection determines profile.
[c] Data from ex-teachers acting as paraprofessionals in the classrooms not colected.

CHART 1. Selected Pretutorial and Tutorial Teacher Behavior

Theoretical Orientation	Pretutorial Behavior Examples (Taken from the response on the Status of Reading Instruction Instrument)	Tutorial Behavior Example (Taken from notes made by researchers as they observed this teacher teach)
Teacher #1 Skills Model of Reading	Task 5 - Briefly describe the reading behavior of your best reader, i.e., what things does he/she do that make him or her the best reader in the class. •He/she knows the alphabet and the sounds of the letters. Is familiar with words that begin and end with the same sound and with rhyming words. Can visually discriminate pictures and patterns and letters as to likenesses and differences. Can follow sequences visually as well as orally. Has a well developed fine and gross motor skills. Can reproduce patterns and letters. Can blend sounds to form words and has a sight vocabulary of from 10-50 words.	The classroom teacher, the student teacher and the teacher's aid were all working with groups of children during my observation of this classroom. Mrs. _____ was working with a group of children on an auditory discrimination activity. Each child was asked to put his or her head on the desk and hold up their hand when they heard a word which ended like the first word they heard, e.g., lake - pat, make, cut. The Student Teacher was working with a group of children on a visual discrimination and following directions task. Pupils were shown a triangle and asked to make a green one in the middle of their page; a circle, and asked to draw a red one on top of the green triangle, etc. The teacher's aid was working with a group of 6 children reviewing ten Dolch sight words.
Teacher #5 Decoding Model of Reading	Task 4 - Briefly describe the reading behavior of your poorest reader, i.e., what things does he/she do that makes him or her the poorest reader in your class? •My poorest reader is Raymond. Raymond is functioning on a per-kindergarden level. Academically, Raymond doesn't know that names of the alphabet and has no concept of beginning sounds."	Has various reading levels. During the observational period Mrs. _____ worked with one group of ten students. She referred to this group as "Level 5," calling the group to her by saying, "Level 5 come to the table." Children read orally. Whenever the children came to something they didn't know they looked to the teacher for help. Mrs. _____'s favorite prompt when this occurred was, "Look at the word, what does the first letter sound like?" At another point a child at his desk asked for help with a word. Mrs. _____ went to the desk and said, "Let's sound it out together...Ba.. eee.... Be."

While the presentation of the data in Table 1 is important in order to substantiate the conclusions drawn as to behavioral trends which exist in the data, such a presentation loses much of the richness of the data collected in terms of the relationships which exist between teaching and instruction. To preserve these data, exemplary observational and interview data which were collected will be presented. Representative examples of teacher behavior across instructional phases for both teachers identified as holding a skills model and teachers holding a decoding model of reading is shown in Chart 1. An anlysis of this data clearly demonstrates the consistency between behavior which teachers say they value and those pupil behaviors which they in fact encourage during instruction.

Pretutorial and Tutorial Pupil Behavior as Consistent and Theoretical. Table 2 summaries pupil data by theoretical orientations. Although there is not a perfect one-on-one correspondence between instruments, there is a high degree of correspondence between what pupils say about how they read and how they actually read. Because only second grade RMI data was analyzed it is not known wether this relationship holds at all grade levels.

TABLE 2. Pupil Data Coded as to Orientation

Classroom Teacher Number/Grade	PRETUTORIAL DATA Reading Interview Data [a]			TUTORIAL DATA Reading Miscue Data [b]		
	Decoding	Skills	Whole Lng	Decoding	Skills	Whole Lng
#1-First	4	0	1			
#2-First	5	0	1			
#3-First	6	0	0			
#4-Second	2	4	0	4	2	0
#5-Second	6	0	0	6	0	0
#6-Second	6	0	0	6	0	0
#7-Third	6	0	0			
#8-Third	4	2	0			
#9-Third	5	1	0			

[a] N=54; six pupils from each classroom

[b] N=18; only second grade pupil data analyzed

Pupil behavior proved, if anything, to be as consistent as that of the teachers across instruments. Some examples of pupil behavior across instruments follow.

Decoding Reader - Jimmy

Reading Interview

- When you are reading and you come to something you don't know, what do you do?

  "I sound it out."

- Do you ever do anything else?

  "Well, if its a big one, I'd go by the letters?"

- If you knew that someone was having difficulty reading how would you help them?

  "Teach them the words." (What would you do to get them to know the words?)

  "Tell him if he wanted to spell walk, he put a "w", then "a", then "l", then "k", and he would know what "walk" looked like.

- What would your teacher do to help that person?

  "Probably the same thing."

Reading Miscue Inventory Worksheet Examples

I live near this canal.[6] cain-el

That's exactly what to do..[7] ex-zakt-ely

Then up paddled the turtle as pleased as could be.[8] C: 3. pad-dled 2. pad- 1. pad- ; UC: 2. plezed 1. pl-

The turtle said, "Born and bred in a riverbed!"[9] Burn

Skills Reader - Nate

Reading Interview

- When you are reading and you come to something you don't know, what do you do?

  "Ask my teacher."

  "Figure out the word."

- Do you ever do anything else?

  "Sound it out."

  "Look for small words in big words."

- If you knew that someone was having difficulty reading how would you help them?

  "Read the words with them. Put words on cards and produce them with the kids."

- What would your teacher do to help that person?

  "Same thing - send books home."
  "Help them learn the words."

Reading Miscue Inventory Worksheet Examples

The man in the pictchers picture below is telling some children ...[10]

Behind him a monkey named Pogo is climbing

up on a (uc) 2. hem mock 1. hollow hammock to play.[11]

There is a place in New York City that

has horses, ponies, goats, children chickens, dogs, cats,

and even monkeys.[12]

Reading Behavior as an Artifact of Instructional History.

Table 3. Comparison of Teacher and Pupil Theoretical Orientations

Orientations / Groups	Decoding	Skills	Whole Language
Teachers (Paraprofessionals and Consultant Gp)	13 (6)	2 (0)	0 (0)
Pupils total (Second Grade-Interview/RMI)	45 (14/16)	7 (4/2)	2 (0/0)

Table 3 compares the theoretical orientations of teachers, pupils, and the paraprofessional/consultant groups. Table 3 shows that a high degree of correspondance exists between and among groups in terms of theoretical orientations. In actuality the proportion of pupils rated as holding a decoding model of reading are overrepresented in terms of the teacher sample. Table 4 suggests that since 6 children were pulled from each classroom and only 2 teachers at the second grade level held a decoding model of reading, perfect correspondence between teachers and pupils on models would result in 12 students holding a decoding model, the remaining 6 like their teacher, holding a skills model.

Table 4. Expected and Observed Model Matches Between Second Grade Teachers and Pupils.

	EXPECTED ORIENTATIONS			OBSERVED ORIENTATIONS		
	Decoding	Skills	Whole Lng	Decoding	Skills	Whole Lng
Teachers	2	1	0	2	1	0
Pupils	12	6	0	16	2	0

As can be seen this correspondence did not occur although it is clearly in the expected direction. Although many explanations lend themselves, probably the best explanation is that this data was gathered in October, shortly after school started and their last year's teacher, our data showed, held and taught a decoding model of reading.

The Reading Interviews of two children suggested that they operated out of a whole language theoretical model of reading (See Table 3). Interestingly, both of these students were first graders and reported they learned how to read prior to coming to school. This finding obviously needs much further exploration but is mentioned in that like all the findings of this study are proposed as interesting hypotheses in need of further study.

Some Concluding Remarks

This study was designed to explore in some depth the relationship which exists between reading instruction and reading performance. If it did what it was designed to do, it should have generated more questions or hypotheses for further study, than it answered.

The study is, in this sense, hardly definitive. The fact that criterion levels of teacher and pupil behavior on several instruments were established as a result of the data collected rather than prior to the collection of the data only illustrates the very exploratory nature of the research reported.

The findings of this effort, however, deserve careful consideration by the profession, as data collected suggest that not only are teacher and pupil reading behavior more organized and systematic than prviously believed to be, but further, that a direct and identifiable relationship exists between reading instruction and reading performance.

Much research remains to be done in this area. The application of the research paradigm to the school used in this study did not permit the exploration of the relationship between all theoretical orientations of the reading process and pupil reading behavior. The theoretical orientation identified as whole language on the research paradigm was not, for example, explored because of its nonexistence among the 15 teachers in this study. Dr. Carolyn Burke and I (1976) have, however, found teachers elsewhere holding this model. This problem seems pecular to the single school case study method and may upon further exploration be a function of a school's hiring teachers with like theoretical bents and/or the school being an environment such that teachers holding deviant theoretical views move toward the dominant orientation under the conditions which exist in most schools. A doctoral student at our institution is currently in the process of identifying classrooms refecting a skills, decoding and whole language orientation. Her longitudinal study of teacher beliefs and behavior on pupil behavior will allow us to talk much more precisely about reading behavior and reading instruction (DeFord, in progress). Other research is also being planned as a result of insights gained from this and other explorations into this area. The kinds of prompts teachers use with pupils in an oral reading situation seemed particularly illuminating of a teacher's theoretical orientation. To further explore this notion research is being planned to video tape teacher-pupil oral reading and prompting episodes. These episodes will be studied to explore the viability of sampling teacher prompting behavior as insight into the instructional decision-making process.

It is, of course, my belief that the findings reported in this paper merit widespread exploration and have much utility by the profession. Researchers interested in pursuing these ideas should contact the author as other research instruments and procedures for studying the relationship between reading instruction and reading performance are currently being developed and field tested.

REFERENCES TO MATERIALS READ BY PUPILS

[1]"The Clever Turtle." Level G, Book B, Scott Foresman Reading Systems, 1971.

[2]"Turtle Rescue." Level G, Book B, Scott Foresman Reading Systems, 1971.

[3]Ibid.

[4]Eth Clifford, Richard E. Kirk, and James N. Rogers. "How the Ancient Indians Lived on Our Land." Living Indiana History. Hubert H. Hawkins (Editorial Director) and Leo C. Fay (Executive Editor and Educational Consultant). David - Stewart, 1965, p. 15.

[5]Ibid, p. 17.

[6]"Turtle Rescue." Ibid.

[7]"The Clever Turtle." Ibid.

[8]Ibid.

[9]Ibid.

[10]"Animals in New York City." Holt Reading Systems, 1971.

[11]Ibid.

[12]Ibid.

REFERENCES

Aaron, Ira E., et. al. Scott Foresman Reading Systems. Glenview, Ill.: Scott, Foresman and Company, 1971.

Anderson, R.C., Reynolds, R.E., Schallert, D.L., and Goetz, E.T. Framework for Comprehending Discourse (Tech. Rep. No. 12). Urbana, Ill.: University of Illinois, Laboratory for Cognitive Studies in Education, 1976.

Barr, Rebecca. "The Effect of Instruction on Pupil Reading Strategies." Reading Research Quarterly, 10:4 (1974-75), pp. 555-582.

Burke, Carolyn; Andrews, Nancy; and Rhodes, Lynn. Indiana Reading Interview. Reading Program, Indiana University, 1974.

Cohen, Alice Sheff. "Oral Reading Errors of First Grade Children Taught by a Code Emphasis Approach." Reading Research Quarterly, 10:4 (1974-75), pp. 616-657.

DeFord, Dianne. The DeFord Teacher Beliefs About Reading Scale. Reading Program, Indiana University, 1975.

DeFord, Dianne. "Three Case Studies in the Teaching of Reading." Reading Program, Indiana University (dissertation, in progress).

DeSanti, Roger. "The Older Reader: An Investigation of the Reading Strategies, Habits, and Interests of Four Persons Sixty Years of Age or Older." Unpublished dissertation, Indiana University, 1976.

Goodman, Kenneth S. "A Linguistic Study of Cues and Miscues in Reading." Elementary English, 42 (1965), pp. 639-643.

Goodman, Yetta, and Burke, Carolyn. Reading Miscue Inventory. Macmillian, 1971.

Harste, Jerome C., and Burke, Carolyn L. "A New Hypothesis for Reading Teacher Research: Both the Teaching and Learning of Reading is Theoretically Based." The Twenty-Sixth Yearbook of the National Reading Conference. P. Daniel Pearson (Ed.). (NRC Presentation given in Atlanta, December 1976; Yearbook in progress).

Harste, Jerome C. Pupil Task Cards. Reading Program, Indiana University, 1975.

Harste, Jerome C., Strickler, Darryl J. and Bishop, Ashley. The Status of Reading Instruction: A Teacher Survey and Classroom Observation Form. School Evaluation Report, Reading Program, Indiana University, 1975.

McCracken, Glen and Walcutt, Charles C. Basic Reading: Pre-primer and Primer. Teacher's Edition, Philadelphia: J.B. Lippincott, 1963.

Martin, Bill, and Brogan, Peggy. Sounds of Language Program: Sounds of Jubilee and Sounds of Freedomring. Teacher's Edition. New York: Holt, Rinehart and Winston, 1972.

Piestrup, A.M. "Black Dialect Interference and Accommodation of Reading Instruction in First Grade." University of California Language Behavior Research Laboratory (Monograph 4), 1973.

Rhodes, Lynn K., and Brinson, Bobbie. "A Psycholinguistic Analysis of the Reading Behavior of EMR Children on Materials of Varying Predictability." Reading Program, Indiana University, 1975. (mimeographed)

Robinson, Helen M., Monroe, Marion, and Artley, A. Sterl. The New Basic Readers: Fun with Our Family and Fun Wherever We Are. Teacher's Edition. Chicago: Scott, Foresman, and Company, 1962.

Smith, E. Brooks, Goodman, Kenneth S., and Meredity, Robert. Language and Thinking in School. 2nd Edition. New York: Holt, Rinehart and Winston, 1976.

Stansell, John. "An Exploratory Study of Perceptions of the Reading Process and Control of that Process in Narrative and Expository Materials by Selected 9th Grade Readers." Unpublished dissertation, Indiana University, 1977.

Strickler, Darryl J., and Harste, Jerome C. Teacher Interview Form. School Evaluation Report, Reading Program, Indiana University, 1975.

Van Allen, Roach. Language Experiences in Reading (LEIR). Chicago: Encyclopedia Britannica Educational Corporation, 1974.